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ABSTRACT

The teacher program described here was designed to create a deeper understanding of a wide span of instructional problems unique to the inner-city school setting, putting participants in a position of forming teaching strategies of their own as solutions. Such school problems as overcrowded classes, frequent daily interruptions, playground bullies, attention-getters, and the like are included in the package. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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ED169013

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INNER-CITY SIMULATION LABORATORY (ICSL)

Publication Date(s): 1969

Intended Users: Preservice and/or inservice teachers who wish to seek practical exposure in dealing with disadvantaged urban center populations

Grade Level(s): Elementary, middle school

Number: Group (10-15 for optimum effectiveness)

Primary Focus: The product attempts to create a deeper understanding of a wide span of instructional problems unique to the inner-city school setting, putting participants in a position of forming teaching strategies of their own as solutions.

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School subject(s) and/or inservice topic(s) covered:

The ICSL orients teachers to inservice topics related to the real problem situations that are peculiar to most of our nation's inner-city schools. Emphasis is placed on understanding the community and each child's individual needs and circumstances, in order to better develop strategies for dealing effectively in the classroom. Such school problems as overcrowded classes, frequent daily interruptions, playground bullies, attention-getters, and the like are presented.

What participant does in using the materials:

The activities for participants vary, including: viewing two orientation filmstrips; viewing any or all of 14 one to three-minute simulated incidents; role playing or acting out other written incidents (scripts and/or cards are supplied); as well as reviewing the faculty handbook, cumulative record cards, and sociometric data, case studies and miscellaneous reports on a class of sixth-graders. As a last activity, participants should be able to formulate a solution to the problem presented.

Resources:

The ICSL program presents two orientation filmstrips with LP narration, 14 filmed incidents on 16mm sound film, 20 written incidents with scripts or role play cards, a book of spirit masters with scripts for the filmed and the written incidents, a Data Book of Resource Materials, a cumulative record folder on each child, and a Simulation Director's Guide with detailed instructions on how to use the ICSL. The role of the director of the simulation laboratory must be assigned. This person should preview the instructions in the Director's Guide.

Describer critique:

This product is still as relevant in speaking to problems existing in the inner-city today as it was when it was developed. It should be acceptable to any audience of participants who are prepared to deal with the realities of today's disadvantaged students and their communities. Its activities for involving participants in a variety of exercises should promote proper attitude development/change. Users will learn about solution development for improved classroom performance.

SP014008

MCE17 urban education - disadvantaged children - (CM) discipline - (TS) teacher stress - (CM) parental involvement - (CM) community resources TD

1.0 PURPOSES:

Rationale

It is stated in the overview to the laboratory material: "The simulation experience is designed basically to help reduce the 'reality shock' experienced by teachers who wish to work with the disadvantaged but are poorly prepared to do so." The vast majority of universities offering teacher training of any kind, including student teaching, do not adequately prepare teachers for the kinds of problems they are likely to face in an inner-city ghetto school. Most student teaching is done in the 'better' schools and 'better' communities. As a result, new teachers are exposed only to highly motivated, problem-free classes, which are not usually found in a typical urban school setting."

Goals

In explaining the goals of this program, the developer states, "The ICSL attempts to create a lifelike model of a ghetto school and neighborhood so that the learner can study the setting and attempt to understand it . . . . This approach permits infinite paths of observation and inquiry."

This simulation laboratory also "provides a classroom, albeit simulated, wherein the learner can assume the role of the teacher and work toward solutions of the most frequent, most severe problems reported by samples of teachers from different settings."

Objectives

The developers do not give any specific objectives. However, it is inferred by the describer that through the various orientation materials, filmed incidents and role plays, developers hope teachers will be able to see past the surface to the causes of urban school problems and attempt to deal with each situation individually, with understanding, compassion and efficient concern.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Throughout this simulation activity the participant assumes the role of Pat Taylor, a teacher new to the public school system of the fictitious city of Urban. Pat Taylor is assigned to teach sixth grade in the hypothetical Edison School, which serves the Gardner Park area of Urban's inner city.

There are four major actions in this laboratory kit:

I. The Director's Unit includes fourteen 16mm films and the Participant's Unit (containing all materials needed to conduct the simulation activity).

   A. Fourteen films: Each of the films presents one of the 34 critical classroom incidents in this unit. The average length of each filmed incident is about three minutes. There are audioscripts included in this packet, but they are not to be distributed until after the film has been viewed, and then only as dialog references for participants to develop solutions to the problems presented. There are several films which are "stop projector" incidents. These directions should be followed immediately and ideas for handling them are in the Director's Guide under "Guide to the Incidents."

   B. Participant's Unit: One participant's unit is included in the larger Director's Unit and contains professional materials usually available to teachers upon entering a school system.

II. Institutional Package

   A. Two filmstrips with accompanying narration on LP album.
      1. "Orientation to Edison School" introduces the school, the community, the interaction between the two and what factors affect both. It is explained that in order to be an effective teacher, Pat must understand the surrounding community and some of its problems.
      2. "Orientation to Urban Public Schools" gives a "typical preservice session" for the new teachers, explaining school policies, what Urban is like, and a view of the local professional organization for teachers.

   B. Role-Play Cards: Role plays have been developed for six of the incidents, in addition to which five additional role plays (four for Pat Taylor and one for Mr. Utter, Edison's principal) are available. It is presumed that subgroups for the role plays will be formed. Additional, spontaneous role plays are encouraged, and the Director's Guide suggests additional "significant problems that can be developed as incidents."

   C. Book of spirit masters: The spirit masters are stencils of the 14 films and two filmstrips, materials to be used with the rest of the incidents, an alternative incident response card to be used in place of any of the response guidelines contained in the Participant's Data Book, and an Interaction Inventory, which is a type of evaluation instrument.

   D. Cumulative record folders: These are folders for each child. It is intended by the developer that "These records with the inserts from Section 5 of the Data Book should not be reviewed until 'Orientation to Edison School' has been seen."

III. Simulation Director's Guide: Provides instructions and suggestions for conducting the ICSL, and should be carefully studied before any simulation activity is attempted.

IV. Data Book: This book is divided into five sections: orientation materials, response guidelines, a reference bibliography for each incident, sociometric data for the class, and Section 5 contains supplementary materials "for most of the children in Pat Taylor's class." This section's materials are perforated so they can be included in the cumulative record folders.

Sequence

The developer intends the user(s) to follow the sequence suggested in the Director's Unit.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Since this is a multi-media package, the activities for the participants are quite varied. Viewing the two orientation filmstrips should come first. A sequencing for the viewing of, and role playing of, the 34 suggested incidents is given in the Simulation Director's Guide.

The role play cards give suggestions on mood and attitude of the characters, as do the scripts for the playlets (in the book of spirit masters). The participants are also encouraged through the Simulation Director's Guide to simulate other problems and work out viable solutions.

The interaction between members of the group in role play situations and playlets affords opportunities for individual expression. The idea is for participants to formulate their own solutions for dealing effectively with the problems present in the incidents, using the information given.

3.2 Help given in use of product:

The Simulation Director's Guide gives instructions on how the various activities of the laboratory should be conducted. The simulation director is vital to the progress of the ICSL and the Guide should be studied carefully before any activities are attempted. (There are suggestions in its appendices for programs using the ICSL, one for a two-week program and three for a one-year inservice program or college course.)

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are no right or wrong solutions to the problem situations enacted in the ICSL; therefore, evaluation presents a special challenge. There is a section in the Simulation Director's Guide on the problems of evaluation which suggests use for the interaction inventory included in the book of spirit masters.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
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5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A filmstrip projector and record player are needed for the two orientation filmstrips and their narrations. A 16mm sound projector is needed for viewing the 14 filmed incidents. Aside from securing a viewing room, there should be space available where the role plays and playlets can be acted out.

The person who assumes the role of simulation director should be someone with proven ability to direct group activities, and one who can demonstrate objectivity and sensitivity to individual problem situations.

There are suggestions in the Appendices for programs using the ICSL, one for a two-week program and three for a year-long inservice program or a college course.

5.2 Distributor name/address:

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
(312) 984-2000

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INNER-CITY SIMULATION LABORATORY				
13-1100 Complete ICSL Director's Unit (includes 14, 16mm films, one participant's unit)	$700.00	no	1 unit/group	yes
13-1120 Participant's Unit* (Data book and cumulative record cards)				
1-49 sets, each	$7.16	no	1/participant	cards only
50 or more sets, each	6.70			
13-1125 Institutional Package (all components except films)	$63.00	no	1/group	yes
13-1130 Simulation Director's Guide	$3.15	no	1	yes
13-1140 Data Book	$3.15	no	1/participant	no

*Since the Director's Unit appears to include only one Participant's Unit set, it is assumed that one set per participant should be ordered.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Donald Cruickshank, in conjunction with Science Research Associates, Inc. developed this program. He was formerly chairman of the faculty of Early and Middle Childhood Education, College of Education, the Ohio State University. Currently he is Professor on the Faculty of Foundations and Research at Ohio State University.

6.2 How developed and when:

The development of this product began in 1967, after the publication of another simulation laboratory, Teaching Problems Laboratory, by the same author. The need was perceived for some type of material or package of materials that would aid new teachers in overcoming the "reality shock" of problems faced in an inner-city classroom. A complex series of activities was undertaken in the spring of 1967, to determine the various types and the intensity of problems encountered by some 287 teachers in inner-city elementary schools in a prototype city. Two elementary schools from this prototype city were picked to provide the lifelike settings in which the various incidents of the simulation were carried out. Dr. Cruickshank states the material was based on what teachers say is true about life in the classroom.

6.3 Evidence of effectiveness with users:

According to the developer this material has not been field-tested under controlled circumstances. It has been used both with pre and inservice teachers in most major school systems in North America. Teachers' reactions to the product is that it enables them to learn problem solving processes and have generally positive reactions to its use.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

Although this product was developed in 1969, it is still appropriately addressed to current problems in urban center schools.

In spite of its preservice orientation, this is most adaptable for new teachers who may be unprepared for life in the urban classroom. It could also be used by experienced teachers who have come from a middle-class community and are faced with the environmental change of the inner city.

The technical quality of both the written materials and film recorded materials is very good.

Content accuracy/social fairness/community acceptance issues:

The problems of the ghetto child in the community and the school have intensified in the past ten years, and this product is accurate in its portrayal of many of the situations which exist in urban America today. There is no evidence of race or sex bias.

Problems of the community and their influence upon the educational environment are strongly emphasized. Therefore, the describer suggests that potential users carefully consider attitudes of participants-to-be regarding community involvement in education.

Overall summary/comment:

In spite of its date of development, this multi-media product is excellent for orienting new teachers to the "realities" of the inner-city teaching experience. The portrayals are true to life without being overdone. The time and effort taken by the developer to research the problems presented, and to actually develop the simulations are shown in the quality of content and the product's continued adaptability. It will prove a valuable experience for any inservice program in this area.

NWC-7/77